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ABSTRACT

Background information, units of study, and bibliographies that teachers can use to introduce students in grades 5-12 to a systematic study of worldwide human populations are provided. The first section discusses world population problems. The author stresses that developed nations must be concerned with rampant human population growth in the developing world and must realize that the chaos, conflicts, and political instability that will result from an unchecked population growth rate and low standards of living in third world countries will have long-term disastrous consequences for all. The second section contains sample units for teaching about the natural and social environments within the context of contemporary problems. Activities deal with population problems, pollution, international economics, international trade, technological development, and the lifestyles of different peoples. Activities are varied and involve students in viewing and discussing media, conducting research studies, role playing, giving reports, and listening to guest speakers. The third section of the guide is an annotated bibliography of print and nonprint materials and human resources. (RM)

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HOW TO TEACH ABOUT HUMAN POPULATION IN THE GLOBAL COMMUNITY: From Bucharest to Mexico City

Teacher Resource Guide

Richard Peters, Ed D

SO 016 109

January 1985

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

ABOUT THE AUTHOR

Dr. Richard Peters, Founder and Projects Director, GLOBAL HORIZONS, received the Doctor of Education degree in Curriculum from The University of Rochester (NY) .

Since 1964, Dr. Peters has been a classroom teacher of social studies (5-12); a social studies department chairman (9-12); a K-12 social studies curriculum coordinator; an ESEA Title III curriculum developer (7-9); and administrator/director of an NIE-funded EXPERIMENTAL SCHOOLS (ES) project (K-12).

Dr. Peters has been responsible for the development of:

SEA: Student Environmental Awareness Program

PIE: People In Their Environments

HELP: Humans and Environment Learning Program

I. SETTING THE STAGE

Rafael Salas (Under Secretary-General of the United Nations) has stated that " we continue to add 80 to 90 million people annually to a global population of 4.5 billion. In spite of the progress that has been made in reducing fertility rates ... population programmes and projects must be sustained. For the first time, developing countries are experiencing a decline in growth rates. It will take an estimated 70 years to stabilize population growth "[1].

From 1980 to 1982, the economies of the developing countries grew at 1.9 per cent annually while population grew at 2.0 per cent. The combination of rapid population growth, slowly growing income and inadequate technology had led to over-population in certain regions; thus resulting in over-exploitation of land resources for food and fuel. The result has been a deteriorating human and natural environment.

In 1981, the per capita income of the richest country was nearly 220 times the per capita income of the poorest country. At present growth rates, it will take 70 to 90 years for the poorest countries to double their per capita income. Meanwhile, their populations will double in 35 years or less.

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[1] "The World Population Situation: Problems and Progress", POPULATION AND THE FUTURE, pg. 2

Children born in a developed country in 1950 had a life expectancy on average of 65 years. For a child born today it is 73 years. In contrast, life expectancy in a developing country in 1950 was only 41 years; this has now risen to an average of nearly 57 years. United Nations projections indicate that average life expectancy will rise only to 62 years for the developing countries as a group by the year 2000.

The crude death rate for the world as a whole declined from an annual average of 19.7 per 1000 population during 1950-1955 to 10.6 per 1000 during 1980-1985 ... and is projected to fall to 9.1 per 1000 by 1995-2000. For the developing countries, the average annual crude death rate declined from 24.4 per 1000 during 1950-1955 to 11.0 per 1000 in 1980-1985 ... and is projected to decline to 9 per 1000 by 1995-2000.

Fertility rates influence the quality of life in a number of ways. The rate of population growth is determined by fertility rates in combination with mortality rates. Reduction of mortality is an important contributing factor to an improvement in the quality of life, but if it is not accomplished with reductions in fertility rates ... its effects will be neutralized by population growth.

In December 1983, the United Nations estimated the world population for 1984 to be 4.76 billion people; 770 million more than the population of 1974. By the year 2000, total global population is projected to reach

6.13 billion. The global growth rate conceals wide diversity between rates for developed and developing countries. In developed countries, growth is projected to decline from an annual rate of 0.69 per cent (1980) to 0.49 per cent in 2000; while in the developing countries the decline would be from 2.08 per cent to 1.71 per cent. By the year 2000, four-fifths of world population will be living in developing countries. Africa and South Asia have the lowest life expectancies, highest mortality rates, and some of the highest birth rates. These two regions will account for about 47 per cent of the total population of developing countries in the year 2000!

United Nations projections indicate that if population growth continues under the assumptions made for the 'medium variant' ... world population will be 8177 in the year 2025. If fertility were to follow the assumptions for the 'low variant'[2], total world population in the year 2025 would be 7278 million.

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[2] The 'low variant' assumes that the annual rate of population growth could be reduced from 1.77 per cent in 1980 to 1.29 per cent by the year 2000 instead of 1.52 per cent as the 'medium variant' assumes.

According to J.R.D. Tata (India) unless rampant population growth in the developing world is checked ... a revolution will arise in some part of the world where the poorest people recognize the difference between poverty and affluence. Developed nations must be concerned with rampant human population growth in the developing world... and must realize that the chaos, conflicts and political instability which will result from an unchecked population growth rate and unacceptable low standards of living (in the developing world) will ultimately have long-term disastrous consequences for all.

At the International NGO Consultation On Population Issues (Geneva, Switzerland 1983) 80 non-governmental organizations declared that:

- the principal purpose of social, economic, and cultural development of which population policies, programs and goals are an integral and essential part ... is to improve the levels of living and the quality of life for individuals and the community;

- most developing countries recognize that rapid rates of population growth impede socio-economic development and threaten the efforts of nations to attain their goals in health, nutrition, education, housing, employment, the environment, and use of resources;

- rapid population growth is a global problem. Continuously expanding demands of growing human populations are creating mounting pressures on biological resources, cropland, forests, grasslands, and fisheries;

- the stability of whole societies and international peace is threatened by local and global population pressures;

- family planning services should be included in all health services ... particularly primary and maternal-child health services;

and

- too rapid, disorderly growth of overcrowded major cities unable to provide for decent amenities of life can become a menace to their inhabitants and to the stability of the country.

Uncontrolled human population growth will have negative effects on the 'carrying capacity' of earth.

- Presently, about half of the world's population has an inadequate diet. The world food situation is likely to become worse: the demand for food worldwide is expected to double by the year 2000.

- Average food production per person has dropped since 1973. Even when food is available, many people in developing countries cannot afford to buy it. Two-thirds of the world's food supplies are consumed by the developed countries ... comprising only one-third of the world's population.

- The oceans are overfished and polluted. The world fish catch (since 1965) has not kept pace with population growth. Overfishing has depleted the stocks of many fish species, and contamination by petroleum, pesticides, and heavy metals has disrupted oceanic food chains and made fish catches unsafe for human consumption.

- The world's finite fossil-fuel reserves are being depleted by rapid population growth coupled with increased consumption due to greater affluence and wasteful energy usage.

- Through its numbers and ecologically-disruptive activities, the human species threatens the survival of thousands of plant and animal species. About 300 species of birds and mammals are threatened with extinction.

Participants at the International Conference On Population (Mexico City 1984) reaffirmed the world population plan-of-action which was adopted at Bucharest in 1974.

The Mexico City Declaration On Population included statements that:

- Development policies, plans, and programmes must reflect the inextricable links between population, resources, environment, and development.

- Non-governmental organizations have a continuing important role in the implementation of the World Population Plan of Action.

II. THE ROLE OF EDUCATION

Because the human population explosion is not only a problem TODAY ... but of TOMORROW as well ... students must be made aware of the magnitude of this global issue... if they are to intelligently generate potential solutions.

At the first United Nations World Population Conference (Bucharest 1974) there was unanimous agreement that students everywhere should learn about the causes and consequences of population change and the meaning of those changes for themselves and their families, their communities and nations, and the world.

SAMPLE UNIT

GLOBAL HORIZONS has created instructional units which expose students to a systematic study of human populations - worldwide.

The instructional units have been incorporated into a semester-long course entitled Global Perspectives - TODAY . Pages from the course guide have been incorporated into this paper.

Each teacher will determine the degree to which he/she will involve his/her students in population studies. The following example are just that ... .

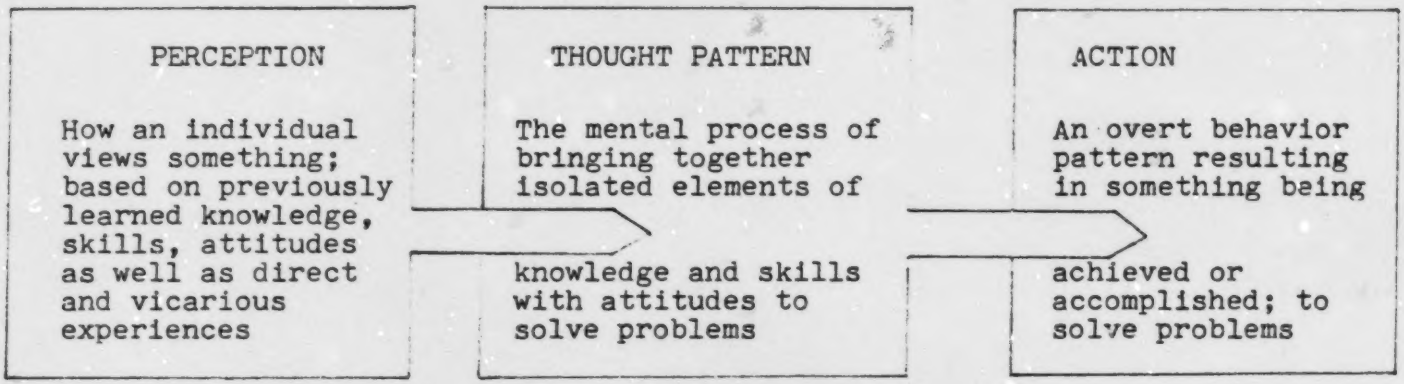
global perspectives-

Today

HELP HUMANS AND ENVIRONMENT LEARNING PROGRAM

The Humans and Environment Learning Program is designed to create a multi-grade scope-and-sequence re: student awareness of/ exposure to/ interaction with diverse global (natural and social) environments both directly and vicariously.

The PROACTIVE ACTION MODEL (PAM) is used to involve students in inquiry - critical thinking - decision making activities and skills application/reinforcement and refinement projects.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, attitudes as well as direct and vicarious experiences
THOUGHT PATTERN
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems
ACTION
An overt behavior pattern resulting in something being achieved or accomplished; to solve problems

Global Perspectives - TODAY is a global education course designed for grades five through twelve. GP-T provides opportunities for student study of the character/nature of natural/social environments within the context of contemporary issues/problems.

As a result of his/her involvement with Global Perspectives - TODAY, the individual student will:

a) gain exposure to diverse global environments;

b) be introduced to basic concepts re: natural and social environments ... and human relationships to each;

c) develop perceptions re: global environmental relationships;

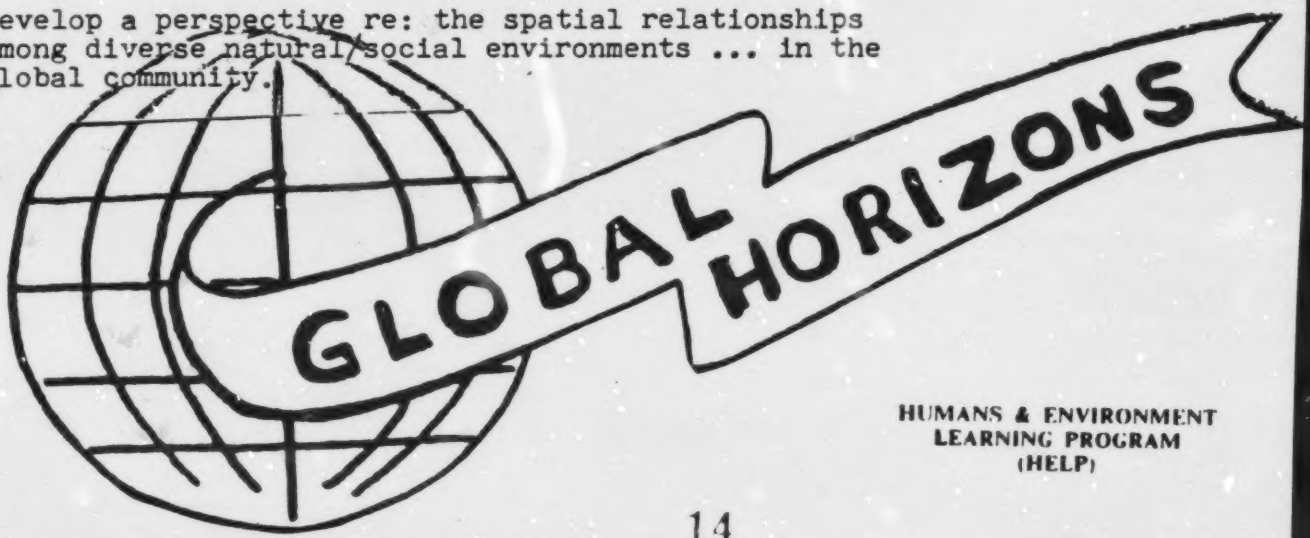
d) develop perceptions re: human/social environment interdependence ... on a global scale;

e) develop an historical perspective re: the development of diverse cultures and nation-states;

f) gain exposure to contemporary issues/problems re: natural and social environments ... on a global scale;

g) develop critical thinking/decision making/research skills;

h) develop a perspective re: the spatial relationships among diverse natural/social environments ... in the global community.



HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

UNIT	TOPIC	ESSENTIAL STUDENT OUTCOMES (ESOs)	PERFORMANCE INDICATORS (PIs)
QUALITY of LIFESPACE ENVIRONMENTS	Pollution of Natural and Social Global Environments	I The student will develop an awareness/understanding of global pollution problems	I_1 Discuss in oral/ visual/written form(s) the cause(s) / type(s) / affect(s) of pollution
		I The student will develop an awareness/understanding of global pollution abatement programs/policies	I_2 Discuss in oral / visual / written form(s) solutions to pollution problems

ACTIVITIES	MATERIALS		EVALUATION
	PRINT	NONPRINT	
I_1 Films, filmstrips, slides and video tapes are screened ... to expose students to types of global pollution found in natural and social environments . air . water . toxic waste . sewage . noise . overpopulation . land use/ misuse	I_1 Deciding How To Live On Spaceship Earth Plover Books Living In The Environment Wadsworth Publications People On Earth Scott Foresman Population Education Resources Kit Zero Population Growth	I_1 Aggradation - Degradation EyeGate House (f) People EDI (f/c) Population Time Bomb Oasis in Space Series (16mm)	$I_{1/2}$ Discussions Student Reports Bulletin Board Displays Questions Asked Guest Speakers Role Playing Activities Essay and Matching Questions on Quizzes/ Tests
I_2 Each student conducts a research study re: natural and social environment pollution abatement programs	I_2 People and Nations Harcourt-Brace-Jovanovich The Closing Circle Bantam Books The Developing World Scott Foresman	I_2 Leisure EDI (f/c) To Earth, With Love EDI (f/c)	

UNIT	TOPIC	ESSENTIAL STUDENT OUTCOMES (ESOs)	PERFORMANCE INDICATORS (PIs)
QUALITY of LIFESPACE ENVIRONMENTS	Pollution of Natural and Social Global Environments	I The student will develop an awareness/understanding of global pollution abatement programs/policies	I_2 Discuss in oral / visual / written form(s) solutions to pollution problems

ACTIVITIES	MATERIALS		EVALUATION
	PRINT	NONPRINT	
I_2 Guest speakers discuss their experiences with natural/social environment pollution problems and abatement programs			
Students create a global pollution bulletin board display			
Student reports re: how international agencies and organizations (UNITED NATIONS) are fighting global pollution			
Students role play FIRST/SECOND/THIRD WORLD delegates to a global pollution abatement conference			

I

UNIT	TOPIC	ESSENTIAL STUDENT OUTCOMES (ESOs)	PERFORMANCE INDICATORS (PIs)
INTERNATIONAL ECONOMICS	Technological Development	I The student will demonstrate an understanding of what technological development is	I_1 Define TECHNOLOGICAL DEVELOPMENT by example(s) in an essay
		The student will demonstrate an understanding of how technological development affects international competition and trade	Write an essay (historical perspective) re: the growth of international trade after 1945
		The student will demonstrate an understanding of how technological development affects FIRST/SECOND/THIRD WORLD nations	Write an essay describing how technological development has enabled nations to develop and prosper

ACTIVITIES	MATERIALS		EVALUATION
	PRINT	NONPRINT	
I_1 **Films, filmstrips,** slides and video tapes are screened ... to develop student awareness and understanding re: technological development on a global scale	I_1 Exploring The Non-Western World Globe Book Company	I_1 Basic Resources EDI (f/c)	I_1 Student Reports
		Economics EDI (f/c)	Questions Asked of Guest Speakers
	The Developing World Scott Foresman		
Each student conducts a research study re: technological development and international trade		Technological Resources EDI (f/c)	
	Bringing A Global Perspective To Economics Ohio State University Press		Discussions
Guest speakers discuss technological development . World Bank . IMF . Common Market . OPEC			Role Playing Activities
Students conduct follow-up reports			Essays and Matching Questions on Quizzes and Tests
Students role play delegates at an international economics conference re: agreements/tariffs			

ACTIVITIES

- Using audiovisual materials, classroom teachers introduce students to the peoples of diverse nations.

  a) Study the customs of diverse groups;

  b) their lifestyles;

  c) relationships with surrounding natural and social environments;

  d) population patterns and distribution within given countries.

- Using population education materials obtained from several organizations, classroom teachers introduce students to the human population "problem" ... as it exists today in countries/ regions of the world.

- Individuals who have travelled to/lived in foreign lands discuss the daily lifestyles of diverse social groups with students.

  a) the average number of people per family;

  b) types of employment for family members;

  c) per capita income;

  d) available food;

  e) quality-of-life.

- Each student investigates the daily lifestyle(s) of the peoples living in selected countries/ regions of the world. REPORTS ARE DEVELOPED.

- Using selected vocabulary words, students investigate the population "problem" in the Third World:

  - sparce population
  - dense population
  - zero population growth
  - fertility rate
  - mortality rate
  - demography
  - land use
  - goods-and-services
  - standard-of-living
  - family planning

- Students collect data, make outline maps of the world, collect pictures from periodicals, and write short essays. A "population around the world" bulletin board display is created ... depicting the current numbers of humans on each of the continents (and selected countries therein).

- Students write to pen-pals in selected nations ... in order to learn more about daily lifestyles and the level of "quality of life" of selected peoples.

III. SELECTED RESOURCES

A. PRINT MATERIALS (Students/Teachers)

Brown, Lester. Building A Sustainable Society (New York: W. W. Norton and Company, 1981)

Brown, Lester. State of the World 1984 (New York: W. W. Norton and Company, 1984)

Educational Resources Center. Population Issues (New York: Teachers College Press, 1981)

Jacobson, Willard. Population Education: A Knowledge Base (New York: Teachers College Press, 1979)

Kahn, Herman. The Coming Boom: Economic, Political and Social (New York: Simon and Schuster, 1982)

Marden, Parker and Dennis Hodgson. Population In The Global Arena: Actors, Values, Policies, and Futures (New York: CBS College Publishing, 1982)

Miller, G. Tyler. Living In The Environment (Belmont, CA: Wadsworth Publishing Company, 1982)

Murdock, William. The Poverty of Nations: The Political Economy of Hunger ard Population (Baltimore, MD: The Johns Hopkins University Press, 1980)

Nam, Charles and Susan Philliber. Population: The Dynamics of Demographic Change (Englewood Cliffs, NJ: Prentice-Hall, 1983)

Otero, George. Teaching About Population Growth (Denver, CO: Center for Teaching International Relations, 1983)

Otero, George. Teaching About Population Issues (Denver, CO: Center for Teaching International Relations, 1983)

Piotrow, Phyllis. World Population: The Present and Future Crisis (New York: Foreign Policy Association, 1980)

Schultz, Judith and Herbert Coon. Population Education Activities for the Classroom (Columbus, OH: ERIC, The Ohio State University, 1977)

Spier, Peter. People (New York: Doubleday and Company, 1981)

Weller, Robert and Leon Bouvier. Population: Demography and Policy (Lavallette, NJ: St. Martins Press, Inc., 1981)

Zero Population Growth. Elementary Population Activities Kit (Washington, DC: Zero Population Growth, 1981)

Zero Population Growth. Population Education Resources Kit (Washington, DC: Zero Population Growth, 1984)

B. NONPRINT MATERIALS

A Finite World. Turner Broadcasting System, Atlanta, GA (video tape)

Grain of Conscience. Population Reference Bureau, Washington, DC (16 mm film)

Limits. Digital Equipment Corporation, Maynard, MA (microcomputer software game)

Man and His Progress. McGraw-Hill Films, Boston, MA (16 mm film)

Our Crowded Environment. Encyclopaedia Britannica Educational Corporation, Chicago, IL (16 mm film)

Population Explosion. McGraw-Hill Films, Boston, MA (16 mm film)

Population Growth. Biology Media, Berkeley, CA (computer-simulated laboratory)

Population Time Bomb. Population Reference Bureau, Washington, DC (16 mm film)

Simplicon. Cross Cultural Software, San Jose, CA (decision-making simulation)

C. ORGANIZATIONS

CARRYING CAPACITY
1525 New Hampshire Avenue, NW
Washington, DC 20036

CHURCH WORLD SERVICE
475 Riverside Drive
New York, NY 10115

GLOBAL TOMORROW COALITION
1525 New Hampshire Avenue, NW
Washington, DC 20036

INTERNATIONAL UNION FOR CONSERVATION OF NATURE AND NATURAL RESOURCES
Box 433
Murray Hill Station
New York, NY 10157

POPULATION ACTION COUNCIL
110 Maryland Avenue, NE
Washington, DC 20002

POPULATION INSTITUTE
110 Maryland Avenue, NE
Washington, DC 20002

POPULATION REFERENCE BUREAU, INC.
2213 "M" Street, NW
Washington, DC 20037

RESOURCES FOR THE FUTURE
1755 Massachusetts Avenue, NW
Washington, DC 20036

THE ENVIRONMENTAL FUND
1302 18th Street, NW
Washington, DC 20036

THE WORLD BANK
Publications Office
1818 "H" Street, NW
Washington, DC 20433

UNITED NATIONS FUND FOR POPULATION ACTIVITIES
Information and Public Affairs
220 East 42nd Street
New York, NY 10017

WORLD FUTURE SOCIETY
4916 Saint Elmo Avenue
Bethesda, MD 20814

WORLDWATCH INSTITUTE
1776 Massachusetts Avenue, NW
Washington, DC 20036

ZERO POPULATION GROWTH
1346 Connecticut Avenue, NW
Washington, DC 20036

SELECTED REFERENCES

CARE Brief: Confronting World Hunger (New York: CARE, 1984)

Focus: Mexico (Washington, DC: The Population Institute, 1984)

People: An Endangered Species? (Washington, DC: National Wildlife Federation, 1979)

POPLINE (Washington, DC: The Population Institute, 1983 Volume 5 # 6)

Population and the Future: From Bucharest to Mexico City (New York: United Nations Non-Governmental Liaison Service, 1983)

The State of the World's Children (New York: United Nations Children's Fund, 1984)

The State of World Population (New York: United Nations Fund for Population Activities, 1984)

United Nations World Population Chart 1984